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D. The Teachers' Training Program

As shown in Chart 2, colleges and secondary schools for teacher training have equal standing with general schools on the same levels. In their curricula, the teachers' training schools stress certain aspects which are not emphasized in general educational institutions. The urgent need for trained teachers for schools on different levels was first announced in October 1950 by Ma Hsü-lun, then Minister of Education. Ma told the first All-China Conference on Primary Education and Teacher's Training that, before 1957, according to the planned expansion of schools, China would need 1,000,000 new teachers. Of these, 200,000 would be for "spare-time" schools for peasants and workers, 130,000 for regular middle schools, 10,000 for colleges, and the remainder for kindergartens.[53] Measures adopted to expedite the training of teachers included the condensation of courses and the setting up of special short-term courses for training primary school teachers. Many primary school teachers who had left the profession were induced to return. To improve their qualifications, these teachers were encouraged to use their spare time to take refresher courses in evening and Sunday classes especially organized for them. In 1953, there were 1,280 such refresher courses throughout China. For teachers in outlying districts correspondence courses were designed in addition to reference materials brought to them by mobile libraries. The Communists

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53. The Slave Culture and Education of Chinese Communists, p. 23.

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claim that 407 counties in China were serviced by mobile libraries in 1953. In the same year, the teachers in 220 counties formed correspondence clubs among themselves, and exchanged teaching experiences, thus helping one another to improve teaching techniques.[54] In September 1953, secondary school teachers in Wuhan organized seven associations, each devoted to the discussion of one subject taught in school.[55] More associations of a similar nature were to be established.

Another measure adopted was the hiring of some high school graduates after a period of apprenticeship, to serve as teachers in the same schools. This experiment was tried out at the First Girls' Middle School in Wuhan in 1952 and was reported to be successful.[56]

These stop-gap measures, however, were not enough to meet the shortage of teachers pointed out by Ma Hsü-lun in 1950. In 1954, Tung Ch'un-ts'ai, Vice-Minister of Education, still mentioned the possible shortage of 100,000 secondary school teachers in the next five years.[57] Nine months later, a report from the Ministry of Education stated that, according to plan, the expansion of secondary schools in 1954 would need about 28,000 additional teachers.

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54. People's Education, January 1953, p. 23.
55. Ibid., September 1953, p. 36.
56. Ibid., November 1953, p. 29.
57. Ibid., January 1954, pp. 17-18.

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Yet all the teachers' colleges in China would graduate only 9,600 students in 1954. The report estimated that only about 7,600 new teachers would be available because a number of the graduates would be "asked" to remain on the staff of the teachers' colleges which had to be expanded at the same time. Thus the Communist Ministry of Education predicted a continued shortage of teachers for a number of years to come.

Political training for future teachers is stressed in all the teachers' colleges. The curricula designed by the Ministry of Education specify that 33.8 per cent of the total credit hours for a teacher in training must be devoted to the "history of Communist revolution," Marxian and Leninist theories, psychology, the theory of education, the study of teaching methods, and physical education.[58]

E. Schools for Peasants, Workers, Cadres, and the Illiterate

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To give political and technical training to peasants, workers, and other "cadres" is one of the basic principles of the Communists' theory of education. A broad program for this purpose was outlined at the All-China Conference on Education for Peasants and Workers by Ch'ien Chün-jui, Vice-Minister of Education, on September 30, 1950.[59] He quoted

58. Ibid., September 1954, pp. 9-10.
59. People's Education, May 1951, pp. 12-16.